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ABSTRACT

This paper presents a report from the task force appointed by the Michigan Association of Colleges of Teacher Education to investigate induction programs for new teachers. It presents a comprehensive induction program model which involves collaboration between institutions of higher education, school districts, local education agencies, and the state department of education. Recommendations are made and include: (1) adoption of statewide standards; (2) adequate financial support; (3) collaborative roles among agencies; (4) implementation of training; and (5) implementation of a mentoring process. Descriptions are presented of 11 exemplary induction programs, highlighting unique features of each and briefly evaluating its effectiveness. (JD)

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TEACHER INDUCTION PROGRAMS: A REPORT

Prepared by

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September 1989

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PREFACE

In the summer of 1986, W. Scott Westerman, President of MACTE (Michigan Association of Colleges of Teacher Education), organized a Task Force to investigate induction programs for new teachers. Tom Ryan (Western Michigan University) was appointed Chair. Participating members were, Susan Day-Brown (Central Michigan University) and Jane A. Romatowski (The University of Michigan-Dearborn). The group met to plan a study agenda, to define the questions to be studied, and to decide on an appropriate strategy for sharing information with one another. The work of the Task Force spanned the 1986-1987 academic year.

In the fall of 1987, Richard W. Morshead, new MACTE president, requested that Tom Ryan continue the work of the committee for the 1987-1988 academic year. Susan Day-Brown and Jane A. Romatowski were asked to continue as Task Force members. Before the group had an opportunity to meet and plan its agenda for the year, the Chair, Tom Ryan, was named Dean of the College of Education at Illinois State University at Normal. A summary of the work of the 1986-1987 Task Force was forwarded to Dean Morshead. No formal meetings of the Task Force were held during the 1987-1988 year.

In the summer of 1988, Richard Morshead, MACTE president, appointed a new Task Force. Appointed were: Jane A. Romatowski (The University of Michigan-Dearborn) as Chair, Julia J. Dorminey (Oakland University), and Beth Van Voorhees, (Eastern Michigan University) as members. The charge to the Task Force remained unchanged. The team was to study induction year programs and to develop recommendations which teacher education institutions in the state could draw upon when deciding how best to meet the new NCATE (National Council for Accreditation of Teacher Education) standard (II.B.3). The anticipation of the MACTE Board was that work would be completed in time for the MACTE Fall, 1988 conference.

The Task Force met, agreed to a plan of work, and notified MACTE president, Richard Morshead, that a presentation could be expected for the Fall, 1989 conference. The report of the Task Force follows.

Jane A. Romatowski, Ed.D.
Julia J. Dorminey, Ph.D.
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Introduction

> The conditions under which a person carries out the first years of teaching have a strong influence on the level of effectiveness which that teacher is able to achieve and sustain over the years; on the attitudes which govern teachers' behavior over even a forty year career; and, indeed, on the decision whether or not to continue in the teaching profession (Bush, 1978, p.3).

As Bush implies, the most critical period for classroom teachers is the time of their initial entry into the profession. Galvez-Hjornevik (1985) suggests that it is the first, beginning year that is the most critical. Sergiovanni (1985), like Bush, proposes that it is the new teacher's early experiences that are likely to determine the kind of teacher one will be. When those early experiences are successful, a beginning teacher has a firmer foundation on which to build a more successful teaching career. It is the early failures, though, that are of concern. Ensuring early success is an important goal of any professional concerned with quality educational programs. It is with these conditions in mind that many state and local education agencies have designed or are currently designing induction programs.

This report highlights the purposes of induction year programs; suggests a model for designing an induction program; and presents recommendations pertinent to such programs for the State of Michigan. Also included are descriptions of induction year programs reviewed by the authors and recommended references.

Purposes of an Induction Program

1. Retention of New Teachers. Nationwide, about 50 percent of those who enter teaching have left after six years in the profession (Schlechty & Vance, 1983). Of this number, the most dramatic attrition rate occurs during the first three years of teaching and is more pronounced at the end of the first year--the induction year. Many reasons are cited for this exodus from the profession (e.g., inadequate pay, poor morale, inadequate support by administrators, a sense of isolation, discontent with bureaucratic restrictions); however, the result remains: the education profession is losing many qualified teachers.

2. Socialization of New Teachers into the School Culture. Beginning teachers have the same responsibilities for the instruction of students as do more experienced veterans. Unlike other professions, gradual assimilation of new teachers into the job is not possible. The socialization of

beginners is even more confounded due to organizational structures and tenure policies. The job may be more difficult for beginners in that new teachers are often assigned larger groups of students, the more difficult students, and more duties of both an instructional and non-instructional nature.

Added to this situation is a reluctance of many administrators to monitor the performance of new teachers during the first critical months of a teaching assignment. Unaided, new teachers tend to experience difficulties; they often abandon more positive learned techniques and beliefs and resort to those that ensure survival and control. The lack of formal support and access to peers as role models has an impact on the beginner. Feelings of isolation and abandonment often govern the life of new teachers; many become discouraged and leave the profession (Ryan, Newman, Applegate, Lasley, Flora, & Johnston, 1980).

3. Meeting the Needs of New Teachers. Beginning teachers commonly face similar problems (Veenman, 1984). Many of the problems perceived by beginning teachers center on communication skills--communication between teachers and students, parents, peers, and administrative personnel. New teachers, it can be argued, need skills that will enable them to work with other adults as well as with children; however, most teachers preparation programs focus primarily on preparing teacher candidates for instructional tasks and work with children. To this end, new teachers must often be provided a more realistic view of the teaching profession and information on how to seek support in a new setting. Only with these skills will new teachers be better prepared to deal with the frustrations they may encounter.

4. Increasing Teacher Competence. When the needs of new teachers are met, state and local education agencies are able to meet needs of their own. Working with new teachers can be viewed as the first stage of staff development. States and districts can capitalize on the positive attitude toward learning that new teachers bring with them. Increased supervision and specific interaction during the induction year(s) can result in increased competence in the profession. Time and money that has been invested in recruiting good teachers are well spent in that these teachers remain in the district and the profession. "The quality of the teacher work force is influenced not only by who enters teaching, but by who stays in teaching" (Jensen, 1986, p.3).

In summary, induction programs can be viewed as a continuation of the preparation and training provided students in teacher education programs. It is the belief of this Task Force that induction programs are necessary and can contribute to the preparation and retention of competent

teachers. Given this belief, the Task Force suggests that all induction programs should meet the three major objectives listed below.

1. Promote the delivery of quality instruction. Offer the beginning teacher assistance in planning instruction and in the use of resources which will lead to higher levels of student achievement. The quality of instruction should not suffer during the induction period.

2. Provide a support network for the beginning teacher. Allow for legitimate (and timely) access to colleagues. More formal institutional support might include increased supervision, periodic observation, specific feedback, and formalized opportunities for new teachers to meet regularly with colleagues.

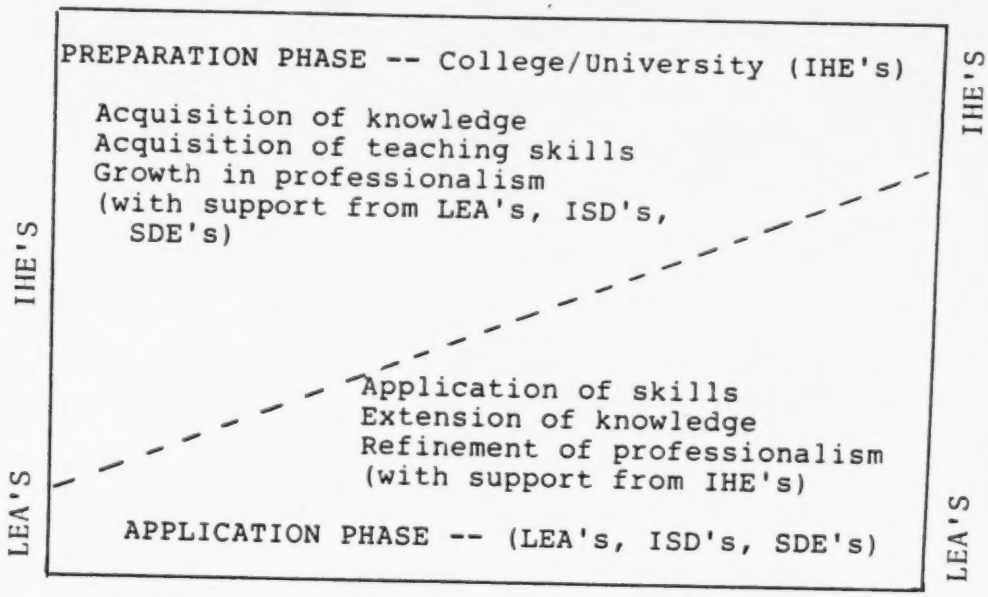
3. Encourage the retention of quality and competent teachers. The confidence that beginning teachers find through the support network leads to their remaining in the profession. Beginning teachers should have a sense of worth and view the induction year, not as a year of survival, but as the first step in their life-long professional development.

Proposed Induction Program Model

The conceptual model for the induction program being proposed reflects a pedagogy which supports the acquisition of knowledge and the learning of skills through cumulative learning experiences over a span of time. It is the position of this Committee that such experiences should begin early in the teacher preparation program; intensify in challenge; increase in time spent in classrooms; culminate in a student teaching experience; and move to an extended, supportive program in the place of employment.

Support for such a comprehensive induction program model derives from research which suggests that "teachers' morale at the end of their first year of teaching is related to their image of themselves as teachers developed early in their teacher preparation program," (Schuck & Handley, 1983, p.18). A collaborative spirit between institutions of higher education (IHE's) and local education agencies (LEA's) should mark the entire program with major responsibility for the preparation phase falling to the teacher education institution and the major responsibility for application of what has been learned, the extension knowledge and refinement of skills, falling to the school district. The proportionate share in assuming responsibility for the beginning teacher's success is

depicted in the diagram below. The broken lines within the diagram are meant to indicate open communication among all those who contribute to the professionalization of a teacher.



SHARING RESPONSIBILITY FOR TEACHER INDUCTION

1. Preparation Phase. The major responsibility for the preparation phase belongs to the college or university with support from local school districts. The preparation phase should have well articulated goals tied to specific assignments and tasks for each of the stages of experience. These stages should span several semesters and should move a teacher candidate from observer to observer/participant to full participant in the teaching enterprise. Essential to this phase of an induction program is the careful placement of teacher candidates in classrooms for field experiences (practica) which relate to their certificate level and to the content areas they will be qualified to teach. Equally important, is placement with classroom teachers willing to cooperate with the university's goals for a particular stage of experience and who, themselves, have qualified to serve as good role models for the teacher candidates.

The teacher preparation institution should assume responsibility for helping students to integrate their field experiences with their academic experience. This implies that each stage in the preparation will have specific academic and practicum goals, specific field-related tasks and assignments, and a method for measuring performance at each stage. Successful completion of each stage through

student teaching would lead to a recommendation for a provisional teaching certificate.

2. Application Phase. In the first year of teaching, the major responsibility for extending knowledge and refining skills should be assumed by the school district with support from teacher preparation institutions. The premise here is that new teachers in a particular district can be best served by experienced, professional teachers who have been trained specifically for a supervisory role. A well defined program, with teacher mentors freed from their classrooms and trained as mentors, can support the newly hired teacher in the application of what has been learned by providing feedback, coaching, demonstrations, and conferences to discuss performance and to set goals for improvement. Research suggests that effective supervision by a teacher mentor is more likely if the mentor is well trained (Thies-Sprinthall, 1986).

The teacher mentor can advise and recommend courses, workshops, and conferences to improve knowledge in a specific area or to improve skills seen as necessary for effective teaching. School administrators, in consultation with the teacher mentor, should evaluate the progress and the performance on a regular basis and submit evaluations to the school district committee deciding contract renewals. The school district committee should be composed of representatives from central administration, building administrators, teachers, and teacher-agency representatives.

Success in implementing this model will depend on the articulation of goals among the principal agencies (i.e., the State Department of Education, the Intermediate School Districts, the Local Educational Agencies, and the Institutions of Higher Education) where the induction process begins.

Recommendations

It is the position of this Task Force that comprehensive beginning teacher support programs are necessary and should be initiated immediately. To this end, the Task Force makes the following recommendations.

1. Adoption of statewide induction year program standards. These standards should reflect the conceptual model presented in this report.

2. Adequate financial support. Such support should derive from: (a) the Michigan Department of Education: allocation of new funds and reallocation of existing funds to support professional development activities; (b) Intermediate School Districts: designation of funds for coordination, training

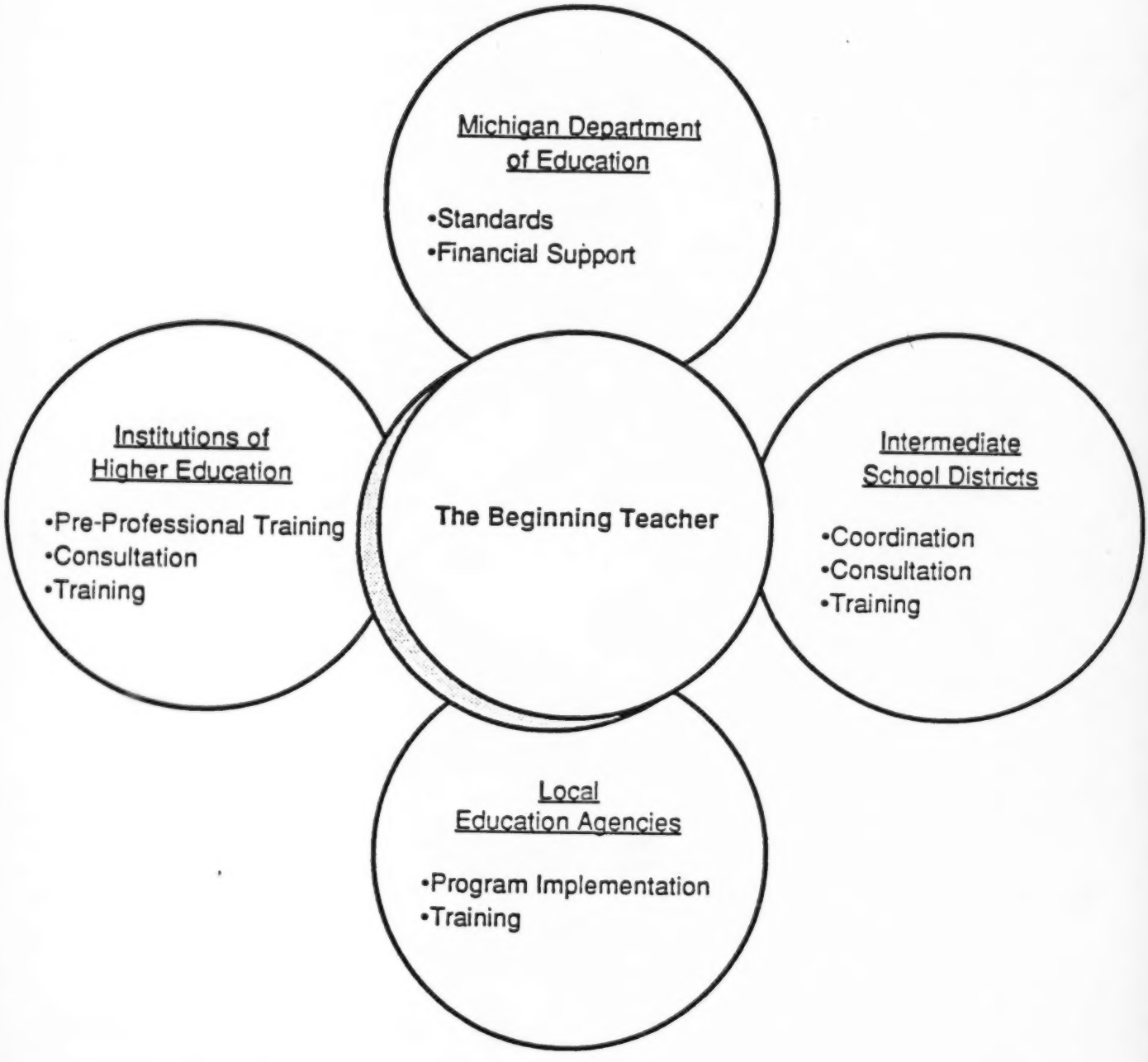
and consultation; (c) Local Education Agencies: allocation of released time funds for staff training and program participation; (d) Institutions of Higher Education: allocation of funds for consultation and technical assistance related to induction year activities.

3. Collaborative roles among agencies. (a) The Michigan Department of Education: establish an Advisory Committee composed of state, intermediate, local and university representatives to provide direction on statewide induction year activities and coordinate, process, and maintain records pertinent to induction year programs; (b) Intermediate School Districts: coordinate and/or provide training programs for local education agencies and coordinate support group activities; (c) Local Education Agencies: recruit beginning teachers, provide optimal assignments for beginning teachers, identify mentor teachers and administrators, and provide for their training, and establish an orderly process for induction; (d) Institutions of Higher Education: prepare teacher candidates at the pre-professional level, provide leadership and direction for the beginning teacher during the induction year, contribute technical assistance to the Michigan Department of Education, the Intermediate School Districts and the Local Education Agencies in the creation and maintenance of induction year programs.

4. Implementation of training for mentor teachers, administrators, and beginning teachers. Training should consist of: (a) elements of effective supervision (administrators and mentor teachers) with emphasis on adult learning theory and communication skills; (b) review of specific instructional content (e.g., planning, implementing and evaluating instruction, addressing children with special needs); (c) strategies and techniques for implementing effective instruction (e.g., cooperative learning, inquiry methods, problem solving skills, individualization of instruction).

5. Implementation of a mentoring process. This process would include the following procedures: (a) structured, on-site visits designed to meet the needs of the beginning teacher; (b) regular conferencing that includes pre-observation discussion and post-observation contacts which provide feedback, goal setting opportunities, and guidance; (c) opportunity for modeling effective instructional and management strategies by the mentor teacher; (d) opportunity for meeting the personal and professional needs of the beginning teacher (e.g., introduction to professional and learned societies, acculturation into the school and community, orientation to the resources, policies and procedures of the school district.)

Beginning Teacher Support Program: An Interactive Model



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Program: Teacher Induction Program
Battle Creek Schools (Michigan)

Purpose:

The purpose of the program is to assist newly hired teachers with classroom instruction, with professional and personal problems, and with learning about the community and its resources.

Relationship Among Agencies:

This program is a cooperative venture among the following parties: teachers, Assistant Superintendent for Elementary Instruction, and Assistant Superintendent for Secondary Instruction. It is a teacher negotiated agreement with central administration.

Funding for Program:

Costs in mounting and maintaining the program absorbed by the school district. Administrative costs in other areas were cut to fund the program.

Length of Program:

The program is a one-year program for newly hired teachers and begins with a summer workshop just prior to the opening of school in the fall.

Program Description:

Lead Teachers are released for mentoring by reducing their teaching load. They visit the classrooms of new teachers regularly to provide assistance with professional problems as well as personal problems. In addition to mentoring, Lead Teachers work on improvement of instruction for the whole system.

The Assistant Superintendents for Instruction (Elementary and Secondary) also visit all new classrooms to assist beginning teachers with instruction. Their evaluative role is not emphasized, but they do evaluate.

Role and/or Requirements of Participants:

Lead teachers are selected by the school system to serve in the capacity of mentors for newly hired teachers. They meet with new teachers and visit their classrooms to observe and to conference with them about their performance. They are encouraged to assist them in any way they can. The Assistant Superintendents also visit classrooms of new teachers, consult with the building principal and the lead teacher, and evaluate the new teacher's performance.

Program Effectiveness:

There is satisfaction with the program, but no supportive data to report.

Unique Features:

References:

Angood, A. (oral report, October 7, 1988).

Program: California Mentor Teacher Program
California State Department of Education

Purpose:

The purpose of the California Mentor Teacher Program is to encourage the retention of exemplary teachers and to upgrade skills of beginning and experienced teachers. Mentor teachers are selected with a portion of their time allocated for staff development. Mentor teachers assist inductees and experienced teachers.

Relationship Among Agencies:

Participation in the Mentor Teacher Program by individual districts is voluntary. Individual school districts and county school offices are allowed to tailor program design, implementation, and evaluation to meet the specific educational needs of the district. No direct, formal agreement between school districts and universities is presented. Support activities are scheduled by the State Department of Education to provide training and networking opportunities for mentor teachers, coordinators, and administrators.

Funding for Program:

Funds are appropriated for the program by the State of California. The funding provides for mentor teacher stipends of $4,000 per mentor. An additional $2,000 per mentor is designated for "Other Cost Allowances." A portion of this allowance ($600) can be spent for administrative costs. The remaining support funds can be used for expenses associated with implementing the program (e.g., release time for mentors, training, equipment, and materials).

Length of Program:

For participating districts, new and experienced teachers are provided support and assistance. Program participation can be continuous upon employment.

Mentor teachers' assignments normally are made for a period of three consecutive years. Renominations can be made.

Program Description:

The Mentor Teaching Program is designed to provide support, assistance, recognition, and career opportunities to teachers. It is the intent of the Mentor Teacher Program to encourage teachers to pursue excellence within their profession, to remain in the public school system, and to restore the teaching profession to a position of primary importance. To this end, the Program is designed to provide

needed support, assistance, recognition, and career opportunities to beginning and more experienced teachers. Administrators at individual school sites are encouraged to make specific and realistic commitment to the role of the mentor.

District and state level support is offered to the mentor teachers in the form of statewide and regional conferences. Training in curriculum content, instructional methods, and use of appropriate technologies is provided.

Roles and/or Requirements of Program Participants:

Nomination of mentor teachers is made by a selection committee, chosen by teachers and composed of certificated classroom teachers (majority of committee). Other members of the selection committee are school administrators with parents, pupils, or other public representatives. Mentor teachers are selected on the basis of exemplary teaching. Final approval of mentor teachers is made by a governing board.

New teachers are provided assistance upon employment in the district.

Experienced teachers, where feasible, are supported by mentor teachers who serve as professional growth advisors. In this role, mentor teachers assist in the development of a professional growth plan, advise the experienced teacher on potential professional activities, and certify that the selected activities meet requirements of state law.

Mentor teacher duties and responsibilities are based on the needs of individual districts. No less than 60% of a mentor's time can be spent in direct instruction of pupils.

Mentor teacher duties are likely to include clinical supervision. Training in observation and effective mentoring techniques are provided by the district.

Program Effectiveness:

Unique Features:

Mentor teachers are not considered to be evaluators. They are to provide support and assistance.

Voluntarily participating districts design their own programs.

Reference:

California mentor teacher program, program advisory. (1987, August 28). Sacramento, CA: California State Department of Education.

Program: Dearborn Public Schools (Michigan)
Internship Program

Purpose:

The purpose of the program is to provide a support system for teachers new to the district, to assure the community that quality instruction will be maintained, and to provide the district with information pertinent to contract renewal.

Relationship Among Agencies:

The program is a collaborative venture among three parties: central administration, the teacher agency, and the teachers. The negotiated contract calls for a joint committee to run the program. It is approved by the Board of Education.

Funding for Program:

In the 1987-88 year, the program cost the school district approximately $216,000. The school district absorbed the entire cost.

Length of Program:

The program is a full year program.

Program Description:

The program begins at the time a teacher is hired for the district who is a recent graduate of a teacher preparation program or who is new to the district and has not been tenured elsewhere.

Consulting teachers (mentors) are selected on the basis of their past record, knowledgeability, and grade level and/or discipline. Consulting teacher recommendations are made by administrators and peers to the Review Board.

Consulting teachers are required to train for their roles by participating in a summer program for that purpose. The program utilizes its own trained personnel, and invites assistance from the county school system personnel as well as university faculty.

Consulting teachers are committed to time-specific observations using approved checklists and forms to document their observations and to conferencing with the Intern Teacher after each observation. Reports must be submitted formally in November, January, and March. Scoring can be "acceptable," "needing improvement," and "unacceptable," for the November assessment but only "acceptable" and "not

acceptable" can be checked for the January and March reports.

The Consulting Teacher must present each of the formal reports to the Review Board.

The Intern Teacher has the right to attach an addendum to the report where there is dissatisfaction with the report submitted by the Consulting Teacher.

The Review Board consists of three teachers (representing the teacher agency) and three district administrators. This body selects and appoints the Consulting Teachers and assigns the Intern Teachers to Consulting Teachers.

The Review Board makes recommendations to the Superintendent about the continued employment of any Intern Teacher. Recommendations derive from the reports submitted by Consulting Teachers and the discussions that accompany the report.

The school principal is responsible, also, for submitting an evaluation on each Intern Teacher that relates to matters outside of instruction (e.g., attendance, disposition, relationships with staff).

Roles and/or Requirements of Program Participants:

Consulting Teachers are prepared through a summer program to assume their roles as supervisors of beginning teachers.

Program Effectiveness:

Of 120 new teachers enrolled in the program, eight (8) have been dismissed, have resigned, or have not had their contracts renewed for a second year.

Unique Features:

School district absorbs all costs for the program.

Classroom teachers are released for this assignment for a three-year period with the guarantee that they will return to their own classroom.

Each Consulting Teacher's salary is augmented by $2,000 per year to serve in this capacity and to monitor the work of 8-10 Intern Teachers.

References:

Schreiber, F. (personal communication, November 10, 1988).

Program: Doane College (Nebraska)--
Teacher Induction Program

Purpose:

The purpose of the program is to improve the beginning teacher's performance, develop attitudes which foster effective teaching, aid in familiarizing the beginning teacher with materials and resources, promote the personal and professional well-being of the new teacher, increase the retention rate of promising teachers, and conquer the effects of isolation.

Relationship Among Agencies:

Doane College contracts with the LEA hiring one of its graduates to provide the induction year program to which all parties must agree. Doane College also has an agreement with the University of Nebraska-Lincoln which provides faculty assistance to the program and awards graduate hours to induction year beginning teachers. The hours awarded are based on successful completion of a summer program which precedes the opening day of school. These hours apply toward teacher certification.

Funding for Program:

Doane College pays for all substitute teachers who staff rooms of Support Teachers as needed.

Doane College provides free in-service for all beginning teachers who require attention in any competency area where they have been rated "not acceptable."

Length of Program:

The program lasts for one full year and begins when a school system hires a Doane College graduate.

Program Description:

The Support Teacher visits the Beginning Teacher's classroom to make observations and to assist at least twice during the first semester.

The Support Teacher is expected to provide support beyond the required two visits. Daily contacts, conferences, advice-giving, and personal assistance are all encouraged.

The Support Teacher is expected to confer with the building principal and to send a final first year evaluation to Doane College. Scoring categories are "acceptable" or "not-acceptable."

The chief school administrator completes a Beginning Teacher's Evaluation Form and forwards it to Doane College by the end of the fall term.

The University Supervisor visits twice during the first 6-12 weeks of the semester. These are required full-day visits to assess skills and knowledge.

The University Supervisor conferences with the Support Teacher and the school Principal to secure relevant data.

Following a needs survey, the University arranges for on-site workshops for Beginning Teachers. The workshops allow for an additional three hours of graduate credit to be earned.

When on-site visits are impractical because of distance (more than 125 miles away), then the Beginning Teacher submits videotapes and conferencing is done by telephone.

Roles and/or Requirements:

Beginning teachers qualify by successfully completing the Doane College teacher preparation program which includes completion of an academic major, early field experiences, and student teaching. Beginning teachers must enroll in and successfully complete 12 graduate hours of study at the University of Nebraska-Lincoln in the summer preceding the first year of teaching. Certification is dependent on these hours.

The LEA identifies a Support Teacher who will be released at appropriate times to participate in the program. The school administrator is involved in evaluating progress and submitting the evaluation to Doane College. Supervisors from the University of Nebraska are involved in on-site visits as needed and in providing in-service to beginning teachers.

Program Effectiveness:

Ninety-six percent (96%) of the Beginning Teachers have received acceptable ratings at the time of the published report. Doane College provided free in-service to those rated "not-acceptable."

Unique Features:

Doane College provides induction year support to all its graduates regardless of where they are employed.

Doane College ties its program to a university (The University of Nebraska). Awards of graduate credit for post-baccalaurate work are also made.

References:

Dudley, R. E., & Hegler, K. L. (1983). Building and sustaining: "Yes, buts..." are not allowed. Journal of Teacher Education, 34 (3), 21-25.

Program: Florida Beginning Teacher Program (BTP)
Florida State Department of Education

Purpose:

The purpose of the Beginning Teacher Program in Florida is to document the successful demonstration of minimum essential generic competencies that have been specified and are required to be taught in state-approved programs of teacher education. An additional purpose is to provide support services for the beginning teacher during the first year of employment in Florida.

Relationship Among Agencies:

District participation is mandated. Each public school district is required to submit a plan for approval to the Education Commissioner. Nonpublic schools may submit plans for approval as well. Universities with approved teacher education programs are required to document inclusion of generic teacher competencies in program offerings.

Funding for Program:

School districts receive $1.70 per unweighted full time equivalent student for the program. Beginning teachers and support staff are provided assistance in the form of inservice training through Teacher Education Centers.

Length of Program:

Any applicant for the initial regular teaching certificate must participate in the program. Program participants must hold a valid temporary certificate.

Beginners with no teaching experience may complete the program in one full school year although maximum participation in the program is three years. Qualified experienced teachers (a minimum of one full year of successful teaching experience) may demonstrate the competencies during the first 90 days of employment.

Program Description:

Essential generic teaching competencies have been identified and are required to be taught in state-approved teacher education programs. The Florida Performance Measurement System (FPMS) is a comprehensive program for measuring, documenting, and supporting teacher performance in identified areas. Four key components of the system are: a knowledge base on effective teaching, measurement

instruments, an observer training program, and multimedia learning packages for teacher development.

Roles and/or Requirements of Program Participants:

Participants must be employed full time (at least 4 hours per day) in a public or nonpublic school in Florida that has an approved Beginning Teacher Program plan.

Support for the beginning teacher is provided by a support staff of at least three members: a building administrator, a peer teacher, and another professional educator.

Each member of the support staff is trained (and certified) to use the Florida Performance System for documenting teacher performance.

The support staff completes at least five observations of the beginning teacher: a diagnostic observation, three formative observations, and a final observation.

Training is provided by certified trainers. Program trainers complete a comprehensive program that includes a six-day knowledge base/observation/training skills component and a three-day field experience component. All trainers attend periodic training updates.

Program evaluation is required. An evaluation report is submitted annually by each district.

Program Effectiveness:

The number of participants has increased each year since program implementation in 1982. In 1985-86, 3,351 teachers completed the early exit requirement as experienced teachers while 4,407 completed the full-year program. In 1986-87, 3,326 teachers completed the early exit requirement as experienced teachers and 4,721 teachers completed the full-year program.

Unique Features:

Recommendation for permanent state certification is based on the beginning teacher's performance. Evaluation of the beginning teacher is an inherent part of the design of the program.

References:

Florida Beginning Teacher Program. (1988, June). Paper presented at the Leadership Academy on Planning and Implementing Induction and Beginning Teacher Support Programs sponsored by the Association of Teacher Educators, Providence, RI.

Florida Performance Measurement System. (1985). Tallahassee, FL: State of Florida, Department of Education.

Program: Franklin County Beginning Teacher Program
Ohio State University
Columbus, Ohio

Purpose:

The purpose of this program is to respond to a state mandate to provide support for teachers in their entry-level year. However, because the state did not provide financial and human resources to carry out the mandate, the program is voluntary.

Relationship Among Agencies:

The organizational structure is based on a previous collaborative project known as the Franklin County Teaching Center. That governing board served as the planning committee for this program. Agencies participating in this program are: Franklin County Office of Education, Canal-Winchester Local District, Dublin Local District, Groveport-Madison Local District, Hamilton Local District, Plain Local District, and Ohio State University.

Funding of Program:

The program is funded by local cooperating districts and the university general funds. Individual districts determine the amount of support they can provide in the way of release time and/or stipends to mentor teachers. Fee waivers are made available from the university enabling the mentor teacher to receive graduate credit at no personal expense.

Length of Program:

The program is for one full year.

Program Description:

This full year program begins with an awareness session in October which explains the mentor program. At that time mentors are given an opportunity to describe their needs relative to mentor training and inductees express their needs as beginning teachers.

Mentors and Inductees attend the course "Issues and Concerns of Beginning Teachers." In addition, mentors attend the class "Supervision of Classroom Procedures." Another course, "Process for Development of Programs for Beginning Teachers," is available. Teaching faculty at Ohio State University direct the activities of the courses offered for credit. Time for mentor-inductee interaction is allotted during each class session.

In addition, Mentors and Inductees are provided training in the classroom management model of Carolyn Evertson. These workshops are two-day sessions with release time provided participating mentors.

Roles and/or Requirements of Program Participants:

While the state has mandated beginning teacher support programs, currently participation is voluntary until such time as financial support is allocated by the state. Participants are expected to complete assigned readings and "in-class" exercises, attend sessions including county and district meetings, complete a minimum of eight conferences with Inductees which includes review and reflection on teaching activities. Mentors meet regularly with their Inductees at the building/district level. Individual districts determine the format or process for bringing the Mentors and Inductees together.

Program Effectiveness:

The program is subject to continuous revision based on data gathered relative to program effectiveness. These data were not available for inclusion in this report.

Unique Features:

Reference:

The information was obtained from a telephone interview with a staff member of the Franklin County Board of Education as well as from a document published by the Ohio State Department of Education.

Program: Quality Assurance Program
North Carolina - State Department of Public Instruction

Purpose:

The state of North Carolina has mandated that every school system must have an approved program for inducting new teachers. The program must provide each new teacher with a support system and the school district with a defensible evaluation system of new teachers.

Relationship Among Agencies:

The University of North Carolina collaborates with rural and urban school systems in the training of selected Teacher Mentors who return to their systems to train other Teacher Mentors.

Funding for Program:

Each school district in North Carolina absorbs the cost of the program in that district.

Length of Program:

The program spans a two-year period of time beginning with the first year of teaching. The Inductees (beginning teachers) are awarded a two-year probationary status. Evaluations from the first year are used to recommend the Inductees for the second year. Second year evaluations are used to recommend Inductees for regular certification.

Program Description:

Teachers Mentors are committed to a two-semester seminar and practicum (45 weeks at 3 hours per week) for training. In the preparation of mentors the following topics are included: building a helping relationship; effective teaching; models of supervision and coaching; differentiated supervision; problem solving; and ending a relationship. An action-reflection and role-taking approach is used. Mentors, then, run their own staff development program to train other mentors. The preparation is on school sites and utilizes faculty from the University of North Carolina. Teacher Mentors assume responsibility for Inductees which includes regular formative evaluations. School administrators assume responsibility for summative evaluations and for recommending renewal of contracts.

Roles and/or Requirements of Participants:

The LEA selects Mentors (classroom teachers) whose role is to be the major support system and major source of modeling and constructive criticism through pre/post observations.

Mentors are responsible for formative evaluations.

The school principal and/or a school supervisor is responsible for the summative evaluation.

Inductees (beginning teachers) in one system met bi-monthly with a counselor and a support group designed to meet the needs of the beginning teacher.

Inductees maintain a probationary status for two years. Performance from the first year is used to recommend (or not) the inductee for the second year.

Mentors become trainers of other mentors in the system.

Program Effectiveness:

Mentors claimed that they returned to their classrooms feeling much more competent themselves. Inductees found the mentors to be helpful, available, and concerned about them as beginning teachers.

Unique Features:

Trained mentors became the core of the staff development program in the local school and were empowered to continue the program by training others to be mentors.

The University was involved as a support system in training the mentors.

Reference:

Thies-Sprinthall, (1988). A collaborative approach for mentor training: A working model. Journal of Teacher Education. 37 (6), 13-19.

Program: Teacher Induction Program
Northern Illinois University
College of Education

Purpose:

To provide graduates of the program with assistance in their first two years of teaching through "hot lines," newsletters, tuition free courses, and consultation services.

Relationship Among Agencies:

No formal agreements between school districts and universities are described. It appears to be an agreement between the university and its graduates.

Funding for Program:

Program costs are absorbed by the university. One faculty member is assigned the responsibility of overseeing the program which resides in the office of Clinical Education and Student Services. Specialized courses offered to strengthen a beginning teacher are free of tuition, but do award college credit.

Length of Program:

Graduates are eligible to participate for two years. The program begins with graduation.

Program Description:

The university assumes responsibility for the program which includes the following:

1. The preparation of a newsletter for all graduates four times a year.

2. A beginning teacher clinic held twice a year.

3. A "hotline" for new teachers with problems. These are referred to appropriate faculty members for resolution.

4. The processing of requests for consultations. A faculty member is sent to the classroom to observe and to confer with the new teacher.

5. A three-credit hour course offered at no cost to the beginning teacher when an area of need is identified. The course is accompanied by on-site visits from the faculty member and conferencing.

6. Follow-up studies with its graduates regarding the preparation program.

Roles and/or Requirements of Program Participants:

The faculty of the college is intimately involved in servicing the graduates through the second year of teaching. Graduates of the program assume responsibility for attending clinics, requesting consultations, and attending courses designed to address their specific needs.

Program Effectiveness:

Since 1986, over 800 new teachers have been serviced through the program.

Unique Features:

Strong communication program -- newsletter hotline, requests for consultation, etc.

Offers specialized courses that are intimately tied to field visits and conferencing to help a beginning teacher.

Establishment of a faculty line and an office specifically to meet the needs of beginning teachers.

Program: New Teacher Support Program
Oakland County Intermediate School District
(Michigan)

Purpose:

The purpose of the New Teacher Support Program is to provide hands-on support for the new teacher. This support consists of direct interaction with other new teachers, experienced teachers, and various resource persons.

Relationship Among Agencies:

The program is sponsored by the Oakland County Intermediate School District (Oakland Schools). It is a collaborative effort involving Oakland Schools and Oakland University, School of Human and Educational Services. Beginning teacher participation is voluntary and is open to all new teachers in the 28 districts in Oakland County. Various individuals are selected to share their expertise in selected topical areas. Many of these individuals are experienced classroom teachers.

Funding for Program:

A $50.00 registration fee is collected per participant. Other support is provided by Oakland Schools (e.g., consultant, site). Services by Oakland University faculty are gratis.

Length of Program:

Program participation is for first- and second-year beginning teachers. Monthly program seminars start in September and are scheduled through June. Each seminar lasts approximately 4 hours.

Program Description:

Monthly seminars are designed to provide the beginning teacher with information on a number of topics. Some of the topics that have been presented at the seminars include Classroom Management, Discipline, Time Management, Legal Issues, Parent-Teacher Conferencing, Conflict Management in the Classroom, and Computer Literacy.

Participants in the program may choose to receive continuing education credit (CEU) for participation in the program or graduate university credit. A two-hour individual study course is offered through Oakland University. Participants are required to develop a professional growth plan. Additional requirements are specified and include on-site visitations with pre- and post-conferencing sessions.

Participants in a companion program, Mentors in Action, are used as resource personnel. Some participants are called on to provide local support to beginning teachers while others have been used to share their expertise with beginning teachers at the monthly New Teacher Support Program seminars.

Roles and/or Requirements of Program Participants:

Participation in the New Teacher Support Program is voluntary, although attendance at monthly seminars is encouraged once enrollment has occurred.

Attendance is required if CEU or graduate credit is sought. Additional requirements (professional growth plan, site visits with appropriate follow-through) are made if graduate credit is obtained.

Pre- and post-evaluation data is collected from participants.

Mentors who are participating in the companion program, Mentors in Action, are identified as New Teacher Support Program presenters or, in some cases, support persons for new teachers at the local level. If mentors are used at the local level, specific arrangements are made at the district level or even at a school level.

Program Effectiveness:

The New Teacher Support Program is in its second year (1988-89). There were approximately 40 participants during the first year (1987-88). That number increased to over 70 participants during the second year of the program. In addition, Mentors in Action, a companion program, was sponsored during the 1988-89 school year.

Unique Features:

The New Teacher Support Program is a collaborative effort between university, ISD, and local school districts.

Participants can receive graduate credit for participation in the New Teacher Support Program.

Program: Beginning Teacher Mentor Program
University of Wisconsin, Whitewater, Wisconsin
Dr. Dorothy Tiede, Coordinator

Purpose:

The purpose of this program initially was to provide training for teachers of the learning disabled. When the need for teachers of the learning disabled was met the program continued but the focus changed to that of supporting beginning teachers.

Relationship Among Agencies:

The University of Wisconsin, Whitewater cooperates with 13 local districts and the Wisconsin Department of Education, School Improvement Program. It is not mandated and beginning teacher participation is voluntary.

Funding for Program:

The program is supported through the general funds of the University, Wisconsin Department of Education School Improvement, and tuition reimbursement from the local participating school districts. The budget for the 1988-89 academic year, excluding salaries of the coordinator and associate coordinator, was $19,000.

Length of Program:

The program is for one full year.

Program Description:

A main feature of the program is a year long seminar for mentor teachers and proteges which begins late in September after local districts have completed orientation of the new teachers. The seminar consists of topics such as classroom management, learning modalities, parent-teacher conferences, and other topics of interest or concern to beginning teachers and topics such as building relationships, modeling effective teaching, coaching and supervision for mentor teachers. It is a three hour credit course for both mentor and beginning teachers. The two groups meet separately during part of the course and together for some sessions. Beginning teachers keep a professional log of their teaching experiences to share during the "teacher talk" portion of the seminar.

The University coordinator may also locate a subject area mentor (e.g., foreign language, mathematics) for a beginning teacher.

Beginning teachers and mentors pay their own tuition but mentors receive tuition reimbursement up to $100 from their district for the first semester and an $80 honorarium the second semester. Beginning teacher participation is voluntary.

Roles and/or Requirements of Program Participants:

Program participants are full-time employees of one of the 13 participating school districts. Mentors are selected by the local districts and many of the mentors have twenty or more years of teaching experience. Both mentors and proteges enroll in the three hour course and attend the regularly scheduled seminars on campus. Each mentor is responsible for providing support for one protege.

The University personnel visit each school in which the mentors and proteges are located two times during the first semester and once during the second semester. Specific issues of concern are addressed at that time.

Program Effectiveness:

Data on effectiveness was not available. The program, in its first year enrolled 28 mentors and 29 beginning teachers.

Unique Features:

This is the only program in the State of Wisconsin offering university credit for a beginning teacher program.

Reference:

Tiede, D. (personal communication).

Program: Washtenaw County Beginning Teacher Program
Washtenaw Intermediate School District
Ann Arbor, Michigan

Purpose:

The purpose of this program is to provide support for beginning teachers in Washtenaw County.

Relationship Among Agencies:

The program is open to all beginning teachers in Washtenaw County. The coordinating agency is the Intermediate School District, Office of Professional Development. Contributors to the program, largely in terms of human resources, are Eastern Michigan University and the Office of Professional Development, Ann Arbor Public Schools. The Washtenaw Consortium for Professional Development (Section 97 Policy Board) is also involved.

Participation in the program is totally voluntary for beginning teachers. At the present time no mentor teacher program is in place. The program began as an offshoot of a committee comprised of representatives of teacher education faculty from Eastern Michigan University, the University of Michigan, the Intermediate School district, and local districts which met during the 1985-1986 school year to explore and address the need for beginning teacher support programs. The committee met regularly from December 1985 to May 1986 at Eastern Michigan University.

Funding for the Program:

Activities such as the workshops are funded through the professional development budget of the Washtenaw Intermediate School District and Ann Arbor Public Schools. The Washtenaw Consortium for Professional Development contributed to the program by funding the purchase of a book for each new teacher.

Length of Program:

The program is for one year.

Program Description:

Prior to the beginning of school, the Intermediate School District's Office of Professional Development sponsors a half-day workshop for all beginning teachers in the county. During the same time, the Office of Professional Development, Ann Arbor Public Schools, also sponsors a series of professional development activities which they open to beginning teachers in the county.

The Washtenaw Consortium for Professional Development purchased and sent Carolyn Evertson's classroom management book to all newly hired teachers in the county.

The Intermediate School District sponsored a half-day workshop in the fall for county administrators on the topic of helping beginning teachers to succeed.

Throughout the remainder of the year, the Intermediate School District sponsored six after school workshops, three each semester, entitled "Issues and Concerns of Beginning Teachers". These informal meetings were conducted by Dr. Georgia Sparks, Department of Teacher Education, Eastern Michigan University. The content was generated by the participants and the meetings also served a support group function for the participants.

Roles and Requirements of Program Participants:

Since the program is strictly voluntary, there are no requirements of the participants. If they find the participation to be personally beneficial they continue to attend the workshop sessions. Thus a measure of its success is the continued attendance at the workshops by a core of beginning teachers.

Program Effectiveness:

A proposal for a "full blown" beginning teacher support program has been submitted to the Washtenaw County School Superintendents for their support. This proposal describes a program for mentor selection and training, training for administrators, beginning teacher workshops, release time for mentors and beginning teachers.

Unique Features:

Reference:

K. Erdlitz-Cambria & G. Sparks (personal communication).